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ABSTRACT

Results are reported of a study made in Washington State to (1) discover educational constraints of the elderly, (2) identify the scope of educational opportunities and planning by community colleges, and (3) assess on-going programs. Questionnaires and interviews were utilized to obtain opinions of and data about urban and rural elderly citizens concerning their education and educational expectations. In addition, questionnaires were used to collect data from 22 community colleges, and 8 community college administrators were interviewed. The results of the study were compared with a pilot program conducted by Edmonds Community College at two senior centers. From the results of the study, it is concluded that: (1) while the educational needs of the elderly are as diverse as those of other age groups, the intensity of those needs is considerably dimished; (2) older persons share a common need to reevaluate what contributive channels remain open to them; (3) older persons who attend a multipurpose senior center on a regular basis place high values upon the center's activities in which they play a contributing role; and (4) courses which require a minimal tuition charge (e.g., one dollar per credit hour) are valued higher than those for which there is no charge. The study also shows that the choice by administrators of courses thought to be popular with the elderly is quite different from those expressed by the elderly. Appendices provide the Questionnaire, Interview Guide, Inventory of Abilities/Disabilities, Survey of State Community College Efforts, Sample Letter from Senior Citizen, Sample Course Offering, Elderly Needs, and Course Titles. (DB)

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Final Report

Project No. 1-J-051
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EDUCATIONAL NEEDS OF THE ELDERLY

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ABSTRACT

The purpose of the study was to test the veracity of stereotyped characteristics of the elderly by educators, to illuminate some real educational concepts of the elderly, and to suggest areas in which educational institutions are and are not in harmony with the needs of elderly citizens. The study sought to (1) discover educational needs and constraints of the elderly, (2) identify the scope of educational opportunities and planning by community colleges and (3) assess on-going programs in light of these discoveries.

To estimate the needs variable, questionnaires were designed to obtain the opinions of urban and rural elderly citizens regarding their expectations from educational institutions. In-depth interviews with these respondents sought substantive data about themselves, their education and educational expectations. Similar methods were applied to administrators in twenty-two community colleges.

The results indicated significant differences in actual and expected behavior patterns as well as revealing some values and expectations which the elderly gained from recent educational experiences. The on-going programs were tested by the criteria developed in an effort to effect program change.

Concluding remarks point to characteristics of the elderly which educators may consider in developing programs. The reluctance of elderly people to consider education at this time of life, feelings of inadequacy and differing goals from other age groups are treated as some necessary dimensions of program planning, as well as the importance of cooperative planning and administration.

Final Report

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EDUCATIONAL NEEDS OF THE ELDERLY:

Their Relationships to Educational Institutions

Robert E. Sarvis

Edmonds Community College

Lynnwood, Washington

March 1973

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
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INTRODUCTION

Why the Study?

What are the educational needs of senior citizens?

The question to which this study addressed itself was examined in three substantive dimensions reflecting need, response, and change. Three phases were singled out for intensive study in further delineating this complex question:

1) a definition and priority of educational needs ascribed by the elderly:

2) the scope of education program efforts being exerted in their interest, and:

3) an assessment of the effectiveness of selected pilot on-site programs in relation to these real and perceived needs.

The major question emerged as an outgrowth of some preliminary research by the writer which suggested that the following conditions do exist:

1. Education is a term often misused and little understood by the elderly as it may or could affect them directly.

2. Present institutional efforts to provide educational needs for the elderly are structured with little or no awareness of their actual concerns and constraints.

3. Pre-program communication between institutions and the elderly is virtually an illusion.

4. Significant data governing these decisions is non-existent.

5. Most existing programs require the elderly to behave and compete in a manner similarly required of the twenty year old, and assumes that they are seeking similar goals.

6. Most institutions provide very few educational opportunities specifically designed for the elderly.

7. There is a paucity of on-site programs, also. Most institutions require the elderly to come to the campus to engage in education.

8. Few institutions provide financial assistance for education of the elderly.

9. In the absence of reliable data, little institutional planning is considered which accommodates the educational needs of the elderly.

10. When planning programs for communities of minorities, most institutions pay little heed to the elderly as a distinctly identifiable minority.

11. Older persons in more rural areas have even less opportunity to pursue educational activities.

These appalling conditions prescribe an urgent need for basic research findings which could provide meaningful guidance to institutions and for the elderly.

Design of the Study

The first phase of the study sought to test the following perceptions about elderly educational needs:

1. Whether differences actually exist in the meaning of education to the elderly in urban and rural environments.

2. Discovery of the some known and unknown real educational needs of older persons.

3. Specific identification of some constraints believed by older people to hamper their learning activities.

4. The nature and extent of involvement in education activities to the elderly.

5. Whether older persons are involved in the planning of programs, in actual teaching, or otherwise actively assisting in learning activities.

The study focused further on the institutional efforts for the elderly. The second phase sought to determine:

1. The substantive nature of support for specific programs for the elderly.

2. Whether research about the elderly is utilized or other data is applied when programs are inaugurated.

3. Whether special emphasis is placed upon the educational needs of the elderly.

4. Whether planning for future development actually exists, is anticipated and whether specific inputs are available that are needed.

5. If older persons are involved in the planning of programs, in teaching or otherwise actively assist in learning activities.

Finally, the third phase of this proposal addressed an effectiveness criterion of pilot on-site programs in Washington State which were identified as those specially developed for retired persons, and further, to identify any possible elements which would contribute toward the development of a model by illuminating major needs, effort and effectiveness. Specifically, the first step of the third phase utilized significant findings from the previous two phases and to existing on-site programs in Washington State. The second step of this phase identified ways in which programs are satisficing to participants.

Measurement of these objectives was sought:

1. Can the study affect educational opportunities for the elderly?

2. Do commonalities exist among the elderly regarding educational needs?

3. Are there constraints related to educational need which are common to the majority of elderly in urban and rural environments?

4. Are internalized needs met through participation in educational programs in urban and rural environments alike?

Findings arising from this thrust may be reliable inputs toward creation of an effectiveness model of national significance. The construction of such models lies outside the aims of this proposed study, however, and provides fertile ground for further endeavor.

Definitions

As an effort to improve communication, a few terms should be first clarified: Educational Needs, as used here, denotes those non-recreational formalized learning activities which are specifically designed to influence satisfying change of behavior in the elderly. The elderly, to which this proposal is directed, are those non-institutionalized third age persons above the chronological age of 55 years, who consider themselves as retired for any reason from their principal occupation endeavors. (Educational) Institutions mean those legally prescribed governmental agencies having assigned responsibility for providing education opportunities for the elderly i.e. community colleges in Washington. On-site programs denotes

those (community college) functions planned and performed in centers designed exclusively as elderly activity facilities operating to meet the multi-purpose needs of the elderly, and which also specify education as one of those needs.

Senior citizens, older people and third age refer to elderly people as previously defined. All terms are used interchangeably for the express purpose of avoiding stereotyping and to further demonstrate their need for individualized identification.

Many conclusions abound in the literature concerning the subject of elderly education needs and in various forms - individual testimonials, advice of experts, ascriptions from observers, etc. - while there exists a dearth of efforts reflecting actual involvement of numbers of the elderly in the problem. What appears needed for educators, planners and other providers is a reliable baseline of specific needs from which educational services could be developed with some degree of confidence. From evidence disclosed in this study, a few conclusions are proffered, none of which should be singularly startling. However, if the pattern that they weave collectively will provoke the confidence needed to mount at least one institutional continuing program that proves satisfying to third age participants, we will have met our goal.

Chapter 2

METHODOLOGY

Because community colleges are legislatively mandated, the total responsibility for adult learning activities in Washington State, Phase II of this study, was limited to these institutions. Phases I and III focused on the senior citizen center service areas in Snohomish County and Northern King County, which represent urban and rural communities.[1] Emphasis was given to the Edmonds area contiguously north of Seattle, and to Arlington, a north county farming community hub, nestling in the foothills of the Cascade mountains.

Elderly participants were those who habit the senior centers and those that are registered on center mail lists. They reside north of Seattle, and in Snohomish County.

A population sample for Phase II consisted of administrators of community colleges throughout the state. In Phase I, the population sample was comprised of senior citizens selected from a stratified proportion by a random sampling technique. Interview samples were selected at random from the mail survey respondents who consented to the interviews. The only exception to random selection was that care needed to insure that interviewees were representative of those actively involved in senior center activities, as well as those who were not. Cooperation was appreciated from each community senior center to assist in obtaining a one percent sampling of the total elderly population of these areas. No other control was exercised to insure a specific balance by sex or educational level. Similarly, in this random sort, no attempt was made to control such variables as marital and socio-economic status, although cognizance of these is treated in the analysis of the response data.

Questionnaires were mailed to 330 elderly persons in the urban and rural communities and personal interviews were conducted with 71 senior citizens. All 22 community colleges were included in the mail survey and eight community college administrators were interviewed. Non-directive and focused interview techniques were utilized in these phases of data collection, in order to insure the

[1] Northern King County consists of that six-mile urban region north of Seattle city limits to the county line. Snohomish County lies contiguously north of King and supports the major cities of Everett, Edmonds, Lynnwood, Mountlake Terrace in the west and south, Snohomish and Monroe in the east, and Marysville and Arlington in the north. Senior citizen centers exist in those cities underlined and are centrally administered through Senior Services of Snohomish County. Over twenty thousand elderly reside in the area in both urban and rural environments. Generally speaking, the southern and western portions of the county are of high population density. The northern and eastern portions retain a strong rural flavor.

best possible accuracy of the meaning of substantive responses and to reduce possible bias.[1] (See Appendix A)

For Phase I, an interview guide was developed to explore the specific area set by the objectives which employed open-ended questions supplemented to some degree by funneling to elicit more restricted responses in certain areas. For this purpose, the non-directive, focused interview technique was employed. The interview guide is attached as Appendix B.

Elementary statistical analysis was performed on the mail survey data, and interviews were analyzed by the constant comparative method.[2] Because the constant comparative method was employed, it was not known at any given time what would prove to be subsequently relevant and important. To be selective in what is recorded in interviews is to admit to bias and to invite omission from the record of much which might prove to be significant at a later date. Consequently a constant guard had to be maintained against making judgments of relevancy. In addition to notes made by the interviewer, a tape recorder was used also to assure accuracy in meeting these demands.

An unexpected request to assist in the research by a number of senior citizens produced a need for two interview guides. The opportunity to extend the number of interviews from thirty to seventy through the voluntary assistance of these older research assistants enabled the study to include responses from seventy, rather than the thirty respondents originally planned. The original interview guide was tailored for use by the trained researcher. Consequently, a second guide was developed which had to be more highly structured. This was used to inventory abilities/disabilities. (See App. C) The use

[1] The focused interview has been found to be a particularly significant technique when certain conditions prevail: 1) when respondents are known to have been involved in a concrete situation, 2) when an interview schedule has been fashioned, setting forth the major areas of inquiry as a basis of this analysis, 3) when the significant elements are analyzed by the interviewer for patterns, processes and total structure, and 4) when the interview is focused on the subjective experiences of persons exposed to the pre-analyzed situation in an effort to ascertain their definitions of the situations. This method of recording substantive data was developed by Herta Hersog and analyzed by Merton et al. See Robert E. Merton, Marjorie Fiske and Patricia Kendall, The Focused Interview Glencoe, Illinois: The Free Press, 1958

[2] Barney G. Glaser, "The Constant Comparative Method of Qualitative Analysis." Social Problems, VIII-6 (February, 1965)

of peer interviewers introduced a desirable impact on the validity of the study. Orientation and limited training were provided to those twelve people who performed admirably in their tasks.

The mailed survey sought to identify data about the following:

- Age qualification
- Living conditions
- Housing relationships
- Transportation patterns
- Personal contacts
- Leisure activities
- Income
- Social patterns
- Education level
- Recent education
- Social involvements
- Interest areas
- Interest pursuits
- Ability to pay for courses
- Desires on time and location

These normative data were supplemented by more substantive information obtained through interviews. The interviews sought first to validate the normative data and secondly, to pursue deeper feelings and perceptions about the following:

- Social activity satisfaction
- Economic satisfaction
- Time allowances
- Image of education
- Self-appraisal of abilities
- Activity interests
- Commonality of interests
- Alternate educational perspectives
- Social interaction pattern
- Areas of expertise
- Other constraints

The matter of health, transportation, income, housing, and the like were not the major focus of this study, although a constant vigil was made of these as constraints in the discussion about one's ability or desires to fulfill his personal goals. The study proceeeded in the conviction that such constraints notwithstanding, there were underlying interests in and images of possible educational experiences. Some revealing and significant results were obtained as a result of this approach.

Phase II, assessing the extent of institutional efforts brought a return of twenty out of the twenty-two community college surveys from administrators of continuing education. Five administrators interviewed were selected randomly. Three were specifically isolated for interview because they had reported the existence of programs designed for senior citizens. From these data, a composite was constructed which portrays the program and service efforts extant in the community colleges of this state.

Phase III methods of approach are self-evident as reported in the chapter on Results. This is, each result was analyzed for the purposes of inclusion in this report and further tested against the pilot educational project conducted by Edmonds Community College at senior centers in Snohomish County. Where discrepancy was found between practice and the results of this study, the questionable practice was evaluated in light of this new information.

Chapter 3

RESULTS AND FINDINGS

Phase I -- The Elderly and Education

The mail survey was received from one hundred eighty-nine responses from the initial mailout to three hundred thirty senior citizens. The target sample was obtained from a total population of forty-two hundred by use of a table of random numbers. Twenty-three surveys were returned by the post office unopened. The 61 percent return reflects a high level of interest among senior citizens for such attempts to improve their quality of life. Only one survey was returned uncompleted with the comment "Just stop wasting money with this kind of garbage and leave me in peace."

The target sample reflected 38 percent males and 62 percent females whose average age was 70.3 years. Normative data revealed a few exceptions from statistical records of the elderly: 61 percent live in houses, 26 percent in apartments and 9 percent in mobile homes. Twenty-two percent more rural elderly live in houses than do those in urban areas.

Nearly 50 percent live with a spouse while 36 percent live alone, 10 percent live with other members of their family, and 4.5 percent reside in the home of friends. 69 percent of rural elderly live with a spouse while only 12 percent live alone in that region.

The average distance from a senior center is 3.2 miles and to a community college, is 6.8 miles. Those in rural areas exceeded both figures by 3 and 4 miles respectively.

Of those (26 percent) who attend a senior center activity regularly, the most popular attraction is meals (35.2 percent) followed closely by classes (33 percent) and social events (26 percent). Only 16.6 percent attend for recreational purposes, 13 percent for travel tours and 9 percent for other reasons. Regardless of distances to senior centers, the reasons for attending differed very little between rural and urban residents. The singular exception was the lower rating for classes (16 percent among the rural sample), with the balance split between social and meals. It should be noted also that college classes had been conducted at the rural senior center for only a brief period at the time of the sampling.

It is interesting to note that 64 percent of all elderly do drive their own cars, leaving only 15 percent who ride with friends and 6.1 percent who ride with a spouse or take a bus. Five percent each walk or take a taxi. The geographic target area encompasses one

metro bus system in the city of Everett, but very scarce bus transportation is available in the rest of the area. A separate social indicator study conducted by Senior Services of Snohomish County has revealed that an amazing 92 percent of the elderly state they would ride on a bus if it were available in this area.

Over half of the sample are married and one-third are widowed. The remaining tenth are divorced. One and a half percent state that they had never married.

Of the total sample, eight out of every ten receive social security benefits and nearly two-thirds exist below the poverty level of three thousand dollars per year; 15.6 percent have incomes up to six thousand dollars, 8.8 percent up to nine thousand dollars and 5.2 percent have greater incomes.

No significant differences were noted between rural and urban regarding years of formal schooling. The median educational level was 11.3 years of schooling; 27.4 percent completed grade twelve and 24.3 percent completed at least four years of college. This high educational level is quite typical of most suburban areas near major cities from which many elderly move on retirement. Within the range of education, 7 percent had less than an eighth grade education, with 11.2 percent completing grade eight. 34 percent of the total sample attended but did not complete high school. Of the 36 percent who attended college, slightly more than half reside in the rural areas.

Education in Retirement. A respectably long list of educational activities was experienced by the sample since retirement. No attempt is made here to order priorities of the following contributions. However, those courses starred with an asterisk are readily identified as courses which have been offered in the area senior centers by Edmonds Community College.

Hotel Management
*Car Care
*Typing
*Ceramics
*Drama
*Singing and Harmony
Income Tax
Yoga
*Social Issues
*Psychology
*Senior Power
*Spanish
*Creative Writing
*Furniture Refinishing
*Sewing
Counseling
Nuclear Defense
Middle Management
Understanding Each Other
*American Indians
Real Estate
Psychiatry
Film Series
*Political Power/Senior Citizen
*Contemporary Problems
Photography
Beauty School
*Art
Hospital Aide
Teacher Aide
Music Appreciation

Interviewees differed little and responded as freely as those in the mail survey in identifying areas of possible educational interest to them. The following list of educational interests is given in descending order of popularity, and ranges from a high rank of 38 percent of those who are interested in Art, to a low of 0.4 percent interested in Basic Education.

Art
Constructive crafts in wood,fabric,plastics, etc.
Consumer protection
Foreign languages
Senior power movement
Consumer economics/estate management
Creative writing
Meals for one - two/gourmet
Psychology
Social issues
Gardening and landscaping
Music
Government functions and policies
Home maintenance
Employable skill development
Photography/graphics
Real estate selling
Reading/speech improvement
Drama/theater arts
Small engine repair
Basic Education

General concensus by both urban and rural respondents indicated a reasonable cost for twenty-four hours of instruction would be two dollars (42 percent). Another 21 percent felt that eight dollars would not be exorbitant, while 1.5 percent were willing to pay fourteen dollars. Only 0.7 percent believed courses should be free as well as an equal number who believed twenty dollars would be reasonable. The most desirable location for instruction indicated by nearly two-thirds of the respondents is their local senior center. Nearly one-third choose to attend on the college campus and three percent would enroll in television courses.

There are as many who prefer that instructional courses be given in the morning as those who prefer the afternoon, and only 10 percent would attend in the evening. The great majority would attend one or two times per week, with just 9 percent who would attend more often.

Courses lasting six to ten weeks proved the most popular. Less than 1 percent prefer courses to last less than four weeks and 12 percent would endure as long as fourteen weeks.

Phase I Summary. While the exceptions noted in the target sample exceed national averages, it becomes quite apparent that these elderly people are not idle and do not prefer to be. Despite transportation difficulties in the area, only 11 percent reported few activities outside their home. Most of this group qualify their responses by indicating physical handicaps as reasons for seclusion.

Of the mobile remainder, socialization emerges as the major motivation factor. Need to avoid loneliness is consistent with the findings of recent research studies.[1]

Interviewees displayed a definite reluctance to engage in newer activities such as educational courses unless stimulated to do so by someone they trusted to understand them or by a friend already in a program. Exceptions cited include those non-threatening activities which enable them to become better informed about the conditions which affect them. Physical handicaps, transportation difficulties, financial limitations were cited as secondary constraints to their need for security while away from home. Hence, there is great reluctance to venture out alone at night, to mingle among strangers, or to engage in any proceedings, the schedule of which is uncertain. These adverse conditions describe in part much of the campus life in community colleges. Were colleges to be in a position to offer physical facilities which are manned by trained personnel and which simulate environment known to senior citizens in multi-purpose senior centers, it appears likely that the campus would have greater attraction for them. In lieu of this capability, cooperative efforts through existing senior centers seems advisable. Where such programs have flourished, the results are self evident.

Phase II -- Community College Efforts

The current and future program efforts designed by community colleges for senior citizens are presented from the results of a survey and follow-up interviews from twenty of the twenty-two community colleges in the state of Washington. College administrators were requested to report on both their existing programs which focused specifically on the needs of senior citizens and on existing planning for any future development. (See Appendix D)

Three out of the twenty colleges responding indicated that programs were currently offered in specialized centers, such as senior centers and nursing homes. An additional four institutions reported the existence of courses which they believe attracted senior citizens to off-campus college centers. Regular tuition is charged in all but two colleges. Tacoma admits senior citizens to any class where there is space available for one dollar, and Edmonds charges one dollar per credit for courses conducted at a senior citizen center. There was considerable agreement by the interviewees and survey comments that full tuition charges presently required was the chief inhibiting cause of low senior citizen enrollments. College administrators expressed a keen desire for policy revision or formula adoption

[1] Governor's Task Force on Aging, All Would Live Long....None Would Be Old, report of a joint task force of the Human Affairs Council and the Council on Aging, A. Ludlow Kramer and A.A. Smick, co-chairmen (Olympia, Washington: 1973), pp. 135-145.

which would match tuition charges against an individual's ability to pay.

The paucity of planning activities in community colleges is significant. While this phase of the study was conducted during the fall of 1971 and revealed pitifully little planning for future development at that time, there is more recent evidence that shows some colleges which have employed or assigned personnel with specific responsibilities for the third age. An ad hoc relationship of possible increased federal funds to these decisions is apparent.

Most colleges offer content in courses which administrators believe are attractive to senior citizens who enroll. One-fourth of the colleges report no senior citizen enrollment and no courses offered which are especially designed for senior citizens. Of the remainder, one-third offer three or fewer such courses. The balance support an average of six courses in which senior citizens do enroll. Sixteen such course areas were reported. These courses and their expected popularity for senior citizens are as follows:

Subject Area	Colleges Reporting*
Basic Education - General Education Development (ABE - GED)	60
Communications (writing, speaking, reading, listening)	50
Creative arts (drawing, painting, ceramics, printing, sculpting - music not reported)	45
Investment management	45
Tax accounting	35
Home education/improvement	30
Vocational retraining	15
Travel seminars	15
Consumer education	10
Avocational skill development	10
Social issues	10
Personal problems	5
Use of leisure time (languages, recreation)	5

*Current offerings as reported by administrators who believe that elderly people are presently or should be enrolled in these areas.

It should be noted that ABE-GED courses represent a federally sponsored curriculum and are also open to people of any age. Avocational skill development represents that training from which a student may realize additional income and differs from creative arts offerings which develop skills primarily for self satifaction. Two of those colleges reporting no specialized programs expressed the belief that the needs of senior citizens were being met by other agencies in their areas and saw no need for the involvement of community colleges.

There was general awareness expressed among the administrator interviewees about possible senior citizen educational needs. Similarly, adminstrators spoke of their inability to respond because of restricted finances.

Future Developments

Administrator interviewees reflected a distinct consciousness of the unlimited nature of their responsibilities, and some spoke of the wide range of problems to which their ill-defined job descriptions in continuing education exposed them. Most agreed that program development hinged a great deal upon public pressure. Coincidently, those three who reported some progress in planning on-site programs in senior citizen centers felt that they were within at least a year from inauguration and had been made aware of the need by community elements. Another three view this development at least two years or more in the future. Five colleges have plans to identify the specific educational needs of senior citizens within the next three years and plan to employ the techniques of mail surveys, personal interviews, and census tract data. No respondent spoke of his becoming involved in the senior citizens' greatest handicap toward furthering his education -- that problem of adequate transportation to the education center or college.

Summary of Phase II

It is significant to note that no college in Washington reported specific activity in offerings directed at the pre-retirement group. Nor did any report the sponsorship of a Golden Age Club. Most noted that senior citizens receive no special emphasis other than a welcome to enroll with other students of all ages in regular classes. This integration process receives the endorsement of many who believe that senior citizens should not be singularly isolated. The on-site pilot study at Edmonds shows a continually increasing number enrolling in courses conducted at the Monroe and South County Senior Centers, however, where some eighty senior citizens who were not previously enrolled, engaged in learning activities during each of the first two quarters of the pilot program. It should be reported here also, that the Center at Edmonds has managed to make some progress on transportation problems of its members despite the absence of an adequate metropolitan transit system. Many other centers are now purchasing mini buses of their own.

If this research were to serve no other purpose, the data reported here appear to focus a need for attention to three major questions. First, what are the operating dimensions of community college responsibility toward such a large minority group? Secondly, does the community colleges' commitment to serve all ages bear with it an unstated value priority favoring youth and other minorities, and if so, are these a direct result of federal governmental incentive systems which tend to promote such values? Finally, what kinds of desirable intercourse should be developed between governmental agencies and institutions having prescribed responsibilities for the aged?

Phase III - Effect on Pilot Program

The pilot program conducted by Edmonds Community College at South County Senior Center and East County Senior Center was reexamined in light of the findings of this study. The findings in Phase II have particular import here.

The direct service courses at the senior center followed a policy of presenting educational opportunities at times suitable to the life styles of elderly people, at locations where they feel comfortable, and at costs which they can afford. Operating guidelines also included the offering of a broad variety of experiences in the belief that senior citizens wish to broaden their scope of activity and interests as well as to attract others not presently enrolled. Findings of the study confirm these operating principles and demonstrate that the study does have an effect on education opportunities for the elderly.

The evidence presented here shows that the elderly rely for advice on those that they trust to understand their problems. In light of this finding, the college program planning now relies more heavily upon the credence of senior center directors than previously. The practice of interacting directly with senior citizens regarding their course choices was substituted for the reflected summary decisions of the directors of the respective centers. Course planning is now operating in this manner for the second consecutive quarter and enrollments continue to increase.

While few commonalities were found to exist among senior citizens regarding course and interest choices, they share common reasons for wanting to become involved (escape from loneliness, socialization, satisfying, contributing, coping, expressive, and influencing needs as discussed above and reported to the White House Conference on Aging.[1]

Similarly, older people are reluctant to engage in "college" courses which they feel is beyond their formal educational level. Direct contact between college personnel and senior citizens at the East County Center were at a minimum at the introduction of courses in that location. The compassionate role of instructors and later, other college personnel, engaged in socializing activities at the center were observed to promote a considerable difference in later enrollments. Interviewees spoke quite emphatically to this point. Personnel practices in the pilot project will continue to take into account a degree of sociability and empathy when recruiting instructors into this program.

[1] Howard Y. McClusky, Education Background and Issues: White House Conference on Aging, Report of the technical committee on education with the collaboration of the author (Washington: White House Conference on Aging, 1971) pp. 3-5 (for context see Appendix G.)

It cannot be definitely stated that participation in educational programs and particularly in the pilot program that South County and East County Centers satisfy the internalized needs of senior citizens. Although there is sparse evidence through case studies and testimonial from senior citizens regarding the positive impact on their lives such experiences have made, there is lacking proof of similar impact on any large number of participants. Such an area presents a fruitful domain for future study.

Chapter 4

SOME CONCLUSIONS TO THINK ABOUT

The conclusions of this study will prove disappointing if cornerstones and not building blocks are being sought by planners. On the other hand, should we be searching out the substance from which mortar may be developed to prevent the elderly from falling through societal cracks, the evidence uncovered suggests that such material is readily available, and that only the skill of the craftsmen needs refreshing.

To illustrate this point, some initial posteriori hypotheses are submitted. The first is that:

I. While the educational needs of the elderly are as diverse as those of other age groups, the intensity of these needs is much diminished at this age.

The introduction of diversity of needs, as a conclusion, presents little contribution to existing knowledge. However, the illusive dimensions of intensity do bear some elaboration.

In general, the intensity of a desire by an elderly person to engage in any prolonged disciplined activity diminishes quite sharply upon retirement and, in an unfortunate number of cases, may never again approach the lowest ebb which he enjoyed earlier in life. The illustration (Fig. A) suggests that the lack of incentive resulting from relaxed self discipline, reduced economic level, lesser influence, and other constraints presents a fertile ground for continued study. While such in-depth psychological probing remains outside the parameter of this study, some direction along this path was unavoidable. Indeed, the short step proved significant to some conclusions reached.

One can hardly treat educational needs as if education were a self-contained discipline. Education for self-discipline is an overt example. Introspective analysis was found nearly as important in the third age as it is thought to be in the first and second ages. The conclusions reached by a senior citizen would be more predictable, however, because of obvious physical and societal limitations.

II. Older persons, finding themselves deprived of ability to contribute to their personal and societal economy, to influence the society which now governs them or even to contain their nuclear family - including many who can no longer meet even their basic nutritional, mobility and shelter needs - all share a common need to reevaluate what contributive channels remain open to them in their remaining life span.

In this crisis period that he neither experienced nor fully contemplated during earlier years, an older person is forced to reach decisions from limited alternatives about his future life style which usually vary in length and intensity. Inevitably, the decisions reached are directly related to known alternatives. This postulate is deceptively simplistic. It is supported by the findings of this study and explains why the elderly are forced to recognize basic survival needs as first priority. In-depth interviews with older urban persons revealed that those who had enrolled in courses offered at senior centers do feel a resulting greater satisfaction in the contributions they made toward others. Conversely, rural area residents and some urban residents who considered themselves minimally involved in social groups, feel much lower satisfaction in the contributions they made toward others. Conversely, rural area residents and some urban residents who considered themselves minimally involved in social groups, feel much lower satisfaction in their contributions toward others. Recognizing societal contributions toward others as a basic rather than a secondary need of man, is it mere coincidence that these latter groups also feel much greater frustration about their future involvements in societal groups? Figure A(5) depicts alternate paths to exist when seeking new habits/satisfactions and illustrates the moment of frustration, hence opportune time when educational experiences should be available to the retiree.

Another conclusion from the study concerns the value perceived of available educational services --

III. Today's third age persons who attend a multi-purpose senior center quite regularly, place high values upon those activities of the center in which they play a contributing role in both planning and participating.

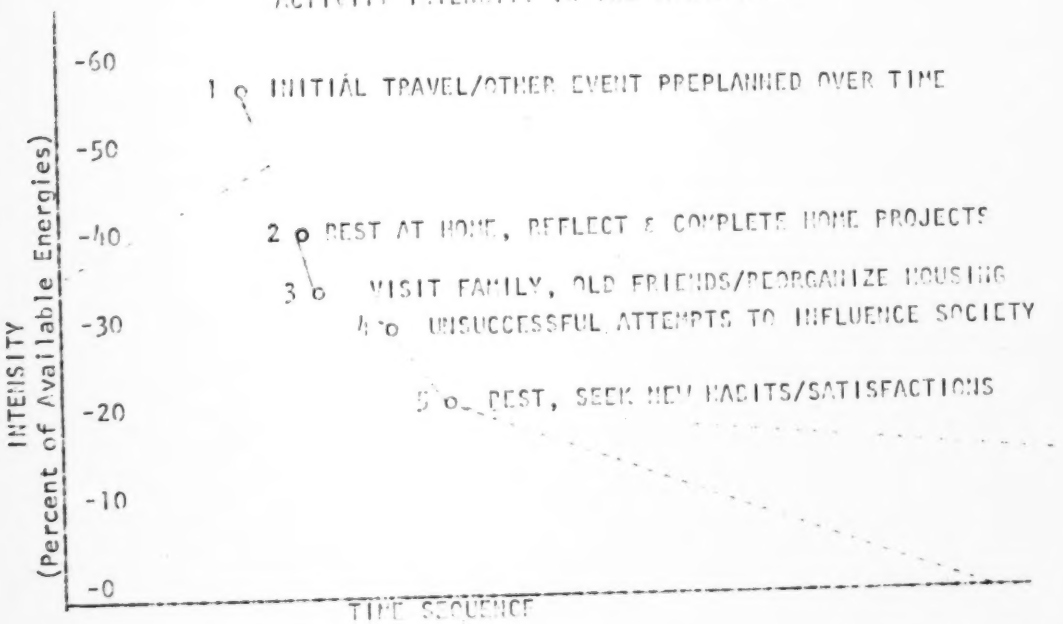
They see themselves as consumers of programs and services, but rate higher those in which they also make some contribution of time, money or service to help plan or operate. A subhypothesis concerns values they receive from subscribed participation.

IV. Courses which require a minimal tuition charge (e.g. one dollar per credit hours) are valued higher than those for which there is no charge.

Many elderly people find the adjustment necessary to exist on a fixed income during retirement devastating enough to their pride, to their capability for personal resourcefulness, and consider free tuition as another bureaucratic move to entice them to accept charity. They readily admit that full tuition costs borne by younger wage earning students are prohibitive for them, and would feel more responsive to a reduced fee which greatly lessens the charitable factor. They also feel that this reinforces their feeling of right to question instructors, to use library and other ancillary services than if courses were charitable. While many educational planners feel

FIG. A

ACTIVITY INTENSITY IN THE THIRD AGE*



*Degree of intensity assumes that one maintains minimal economic, physical health and mobility capacity at a steadily decreasing rate through Third Age. Relatively lower percentage figures used here depict acceptance of the concept that rarely do people of any age exert near 100% constant intensity to any activity.

Figure A illustrates sequential events in early retirement years, and is presented as a graphic depiction of some possible entrapments in which an older person may find himself. Period 1 reflects the initial formal activity which he had described each time he was asked about his retirement plans. Periods 2 and 3 are experienced in varied lengths and include those obligations that were delayed while he was still employed. These periods are critical ones for adjusting to a new life style which relies entirely on self-discipline rather than upon the clock and calendar. Period 4 occurs as a result of lifetime conditioning to affect community affairs, leaders, business and friends. It is no minor shock to realize that little attention is now given to his counsel. Period 5 represents a critical point in time when the realization occurs that his dreams of the "good life" in retirement were quite short-sighted, that he was inadequately prepared for what he has thus far experienced, and that he is now expected to be happy but not involved in societal affairs. It is at this point when educational services could be most effective in assisting the retiree to develop new goals and satisfactions. The slanted line from point 5 indicates the probable decline in intensity if redirection does not occur. Such decline could well contribute to a shortening of his remaining years of life.

that older people would respond to free audit privileges in on-going courses, this is not considered any more valuable an experience by the elderly than being transported free to a college football game.

College instructors who teach senior citizens in addition to younger students are beginning to reach a common admiration of elderly students. Instructors who work directly with them say that they take more time to organize assignments and, once assured that their responses are of distinct value to group goals, work harder, conduct research more critically, attend more regularly, and often with better results than younger students. One instructor stated:

> "They (elder students) are more challenging because their concepts are often tempered from broader experience. Consequently, beliefs are more deeply rooted. These people clutch tenaciously to inaccurate concepts like old shoes they refuse to shed, and have usually done their homework in supporting rationale. They challenge my rationale with a degree of conviction that I am still trying to instill in younger students.
>
> ".....the older auditing student? He usually bites his tongue and remains a complacent guest in the class. I don't know whether I'm reaching him or not."

The Charge to Educators

There can be no mistake but that there is a growing awakening among educators during the past two years to the unmet needs of the elderly. Educators and public alike are now heeding the seasoned advice of such formalized representation as the White House Conference on Aging Educational Recommendations, many of which reflect many years of urging by the NRTA, AARP, NCOA, and others for educational systems to revise curricula as a first step in promoting the concept of education as a life-long process.

Today, there is some evidence to show further development of programs in pre-retirement education. Concurrently, however, there is little evidence of any great enrollment increase in such courses, regardless of their improved quality. Most older people advocate this need for their children, but do so with little more than a hope that such advice will be heeded any more than they did when they neared that life stage. Those older persons more experienced with pre-retirement education speak of this with great concern.

V. Educational systems alone will not be able to attract many second age people into pre-retirement courses until such time that total curricular revision is achieved, beginning in early childhood/primary learning centers of our school systems.

Early-age conceptual development is sorely needed which enables one to internalize total life states -- physical, physiological and psychological experiences -- rather than the mere anticipation of achieving adulthood and of planning careers. Singular efforts must be exerted that eliminate the short sightedness of such questions as, "What do you want to be when you grow up?" We must promote childhood thinking far beyond adulthood -- a life stage less than one third of the total life span. Respondents in this study reported very little involvement in pre-retirement programs, which suggests that proliferation of more of these courses falls far short of the need.

Third age people in this study demonstrate admirable selflessness in their constant ascriptions that all education design is meant for only the young. While ignoring that it is they themselves who have made the greatest contribution in support of education while suffering the greatest sacrifice, older people prefer that the major educational effort be concentrated on instituting curricular changes in early grades which will promote clearer understandings of all three ages in life rather than only on those first two, as presently taught. This willingness to forego any educational service to their own age group in favor of the young is clear demonstration of the continuing attitude of self-exclusion. But, will such martyrdom bring about desired changes in education?

VI. The elderly have not internalized the concept of "lifelong education", as this is being promoted by educators. It may blossom only as younger generations grow and develop a need for it, but third age people tend to remain aloof from educational incentives presently offered.

A related conclusion should be of importance here to those educational planners who would hastily embark on the response road to the elderly's unmet educational needs.

VII. Little true effectiveness is predicted from the actions of educators who suddenly plunge into a "do-gooder" role of attracting the third age back into traditional educational programs that were never designed with them in mind.

The average adult education administrator is remarkably uninformed about senior citizens. He often reacts too quickly with inadequate knowledge and resources in attempting to respond to this sudden awareness of need. A count of the ratio of grey haired students must be followed by hasty planning with institutional colleagues to begin instant courses in the hope of attracting more third age people. Such full thrust take-off is at the 10,000 foot level, and will surely produce a few successes, as inefficient as this system may be. But, such actions assure neither true direction nor continuance, and often produce some resentment in older people for having attempted to tamper with their life styles.

Many administrators lack the normative demographic data relating numbers, locations and education levels of third age people residing in their own districts. Consequently, the less affluent should be expected to make further sacrifice and adjustment in order to respond to this recruitment effort. Raw numbers of new older-aged students may increase, but the major question remains. Has this effort reached those to whom the college has a responsibility to reach in innovative ways which satisfy their needs?

VIII. College adminstrators responsible for such development are well experienced and skilled in tuning into community needs. What is often overlooked is the critical need to conduct an education of, and cooperation with, those professionals who administer multi-purpose senior centers, case workers, nurses, other governmental officials working with the elderly and, most importantly, a broad cross sectional representation of third age citizens.

A report of this study would be incomplete without illustrating this point by noting the nationally recognized success of Sally Wren, who, in addition to her valued cooperation with the study, will soon be further identified in a report the United States Congress is completing in response to its own question of why the South Snohomish County Senior Center can operate so efficiently and effectively.[1] The report will summarize Mrs. Wren's skill as the competent administrator of Senior Services of Snohomish County and will reflect an analysis particularly meriting the attention of educational administrators. The analysis will emphasize two tenets further witnessed in this study. Mrs. Wren concentrated first on working with the elderly rather than for them. Every program under her administration functions through an advisory body, the majority of which are consumers. If colleges propose to develop services to the elderly, they would be remiss in ignoring this axiom. Secondly, Mrs. Wren has achieved national recognition for internalizing their feelings of hesitancy to re-enter the society they helped design and which now rejects them at age 65 or less. Her compassionate guidance has helped many elderly to happily perform further service to society without feeling threatened in their retirement freedom. Interview respondents place high regard on the need to feel useful. They also confess to the need for counseling and the need for that initial persuasion to try it. They usually liked it!

[1] The report, not yet identified by title or number, is at the request of Congress through the U.S. General Accounting Office and will become available through that department, and later the Government Printing Office in early fall of 1973. John Cass is the principal investigator of the "Congressional Watchdog" project that proposes to measure the impact of Title III, Older Americans Act.

The resulting conclusion of this section suggests that:

IX. The retiree enters an age of suspended shock. (See Fig. A) When faced with exclusion from societal influence, prohibited earning power, and limited physical capabilities, he cannot recover after a lifelong conditioning to the contrary. Consequently, education holds little interest because he does not understand his own desires -- until he is led back into it, carefully and without penalty.

A final conclusion of significance results from unanticipated input. While furthering the interests of this study, the writer engaged in many related activities which led into constant contacts with directors of elderly programs in Federal Region X.[1] Lack of understanding about college programs, training assistance and community service aspects of the community colleges was expressed repeatedly. Concurrently, college administrators admitted little knowledge of those senior center directors who were seeking education program assistance. The expanding field of aging developments focuses direct attention on the need for immediate and continuing interaction between these parties. The logical conclusion seems obvious:

X. Communication appears lacking between college and senior center directors who share common responsibilities for developing educational opportunities for third age people, and for training of those skilled and para-professional workers needed to serve their unmet needs.

A distinct lack of communication and involvement is reflected in the choice by adminstrators of courses thought to be popular with the elderly, and those educational interests which the elderly expressed. The opposite priorities demonstrate the further need for providers to concentrate on understanding the will of the elderly to remain active and informed about current affairs. (See Appendix F)

Within the final word of this study is an appropriate recognition of the cooperation with this study and observed sincere dedication to the roles as senior center directors in Snohomish County. Specifically, this study could not have been made complete without the assistance of Ms. Jane Bradford, director of South County Senior Center, Ms. Veda Cargill, director of East County Senior Center, and Ms. Sally Wren, executive director of Senior Services of Snohomish County.

[1] Legal responsibility for education for adults rests upon the community colleges and higher institutions in Washington. Many states still require public school systems to share adult education responsibilities which, when concerning new services for the elderly, develops an "after you, Alphonse" frustration among the educational constituency. Many senior center directors in the northwest report considerable frustration as a result.

Chapter V

RECOMMENDATIONS

If community colleges are seeking to include the elderly community in their service programs, they can save much effort by remembering that the elderly do not respond to the same incentives as do younger persons. They have real need for educational services, both directly and indirectly, but do not actively seek them. Significant findings of this study illuminate these unique conditions of the elderly:

1. Many have stereotyped images of education as those formalized activities for the young, and have little motivation to return to the classroom.

2. Most seek ways to maintain their independence to remain healthy, mobile and busy, and feel they lack abilities to influence factors controlling the increasing costs of living, among others.

3. The majority do not feel qualified to engage in "college" level opportunities for learning. Some worry about poor memories, deteriorating muscles, declining vision and hearing as other deterrents.

4. There are many known dangers involved in venturing out at night alone and, even with transportation provided, exploring strange surroundings can be threatening. Remote parking lots and bus stops are shunned by many. Stairways are unpopular and steps without handrails are avoided at all times.

5. Third age people, active in senior centers, rely heavily upon the advice of Center staff personnel for guidance into activities that have immediate meaning for them.

6. Most people want to contribute to their own activities. They resent known offers of charity such as free tuition, hope for opportunities to make worthwhile contributions to discussions, and enjoy interacting with mixed age learning groups once they feel comfortable with peers. (See Appendix E)

7. Strong preference is given to learning opportunities which better equip the elderly to cope with and improve societal conditions affecting them.

8. Little interest can be found in grades, accrual of credits or daily class sessions.

With these characteristics in mind, colleges can plan learning opportunities cooperatively with elderly advisory committees and agencies involved in the field of aging. It is recommended that colleges give serious consideration to the many competencies which older people have that can enrich on-going endeavors as well as those proposed courses as direct services for the elderly.

When planning innovative approaches, the following recommendations should be considered:

1. Plan with the elderly, rather than for them, programs that hold immediate meaning to them. (Appendix H)

2. Priority should be given to plan daytime experiences once or twice a week, in off-campus locations where elderly people feel comfortable in the environment before enticing them onto the campus.

3. Involve providers of services as well as consumers in the planning and programming. Consideration should be given to consumers who are often younger than age 65, are primarily retired from their major occupation life, and living on fixed incomes. Reduced enrollment fees are important incentives.

4. A broad scope of content areas is preferable to in-depth sequential courses in beginning programs. Necessary exceptions should be readily identified through continuous evaluation procedures.

5. While some voluntary services will become apparent, adequate administrative staff is necessary to ensure continuous planning, coordination, empathetic faculty selection, and liaison with cooperating agencies.

6. Quality of staffing should be consistent with on-campus criteria. High staff competency must be maintained as well as careful selection of those who can demonstrate good respect for the elderly and their characteristic abilities.

7. Traditional recruiting efforts through pre-program press announcements are less effective than peer counseling services which pilot programs can provide. Completion certificates given to participants are shown to friends who are potential students.

APPENDICES

Appendix A	Questionnaire
Appendix B	Interview Guide
Appendix C	Inventory of Abilities/Disabilities
Appendix D	Survey of State Community College Efforts
Appendix E	Sample Letter from Senior Citizen
Appendix F	Sample Course Offering
Appendix G	Elderly Needs
Appendix H	Course Titles of Interest

Appendix A

EDMONDS COMMUNITY COLLEGE

20000 68th Avenue West Lynnwood, Washington 98036 Phone: (206) 775-3511

This survey is being sent to certain senior citizens in Snohomish County, selected at random, to provide needed information to continue and develop new educational services by the college. The survey is an important part of a research project supported by this college, Senior Services of Snohomish County, and the U. S. Office of Education.

Your help is greatly appreciated by your completing and returning this in the enclosed envelope. No postage stamp is necessary. You do not need to sign your name unless you are willing to respond to the last question. If you have any questions, do not hesitate to call me at 775-3511, ext. 222.

Dr. Robert E. Sarvis

1. Your age to the nearest birthday _____

2. Do you live in a: _____house; _____apartment; _____mobile home

3. Others living with you _____spouse; _____family; _____alone; _____friend(s)

4. Estimate the distance to your nearest senior center (circle)

less than 1 2 3 4 5 more miles

5. Estimate the distance to your nearest community college (circle)

1 2 3 4 5 10 15 more miles

6. How often do you visit the Senior Center each week? _____

7. If you visit regularly, what type of activities do you usually enjoy?

_____recreation; _____social; _____counseling

_____meals; _____classes; _____tours

other _____

8. What other types of activities consume most of your spare time away from home? (check only major activities)

_____AARP; _____church; _____visiting friend(s)

_____travel; other _____

_____I seldom leave home

9. What is your principal means of transportation?

_____drive; ride with _____spouse or _____friend

_____bus; _____taxi; _____walk

10. Are you now _____married; _____widowed; _____divorced; _____single

11. Do you receive social security benefits _____yes; _____no

12. Approximately what additional income do you receive?

less than _____1500; _____3000; _____6000;

_____9000; _____more

13. Circle the highest formal education completed

less 6 7 8 9 10 11 12 13 14 15 16

14. Have you enrolled in any additional education courses since age 55?

_____yes; _____no

If so, please list.

Course	Location (or sponsor)	Year

15. If transportation were no problem, the cost low, and the time of the course convenient, please check those areas of possible interest to you in the following list:

_____Art (paint and drawing)

_____Creative Crafts (ceramics, driftwood, batik, etc.)

_____Constructive Crafts (wood, sewing, plastics, etc.)

_____Home Maintenance (repair and replace skills)

_____Consumer Protection

_____Consumer Economics (taxes, wills, etc.)

_____Current Affairs (social issues)

_____Senior Power Movement

_____Foreign Language

_____Basic Education (English, Math)

_____Reading and Speech Improvement

_____Creative Writing

_____Employable Skills (typing, accounting, electronics, management, etc.)

_____Gardening and Landscaping

_____Meals for 1 and 2 (gourmet, etc.)

_____Music (instrument, vocal, listening)

_____Psychology

_____Photography and Graphics

_____Real Estate Selling

_____Acting and Theater Arts

_____Policies and Functions of Government

_____Small Engine Repair

Other _____

16. If any courses were made easily available in those areas in the list above, what cost do you consider reasonable for 24 hours of instruction? (circle)

free $2 $8 $14 $20

17. Where should such courses be offered?

_____college campus; _____senior center; _____TV; other _____

18. When and how often?

_____AM; _____PM: _____Eves; 1 2 3 times per week

19. How long should they last?

_____2 weeks; _____6 weeks; _____10 weeks; _____14 weeks

We are interested in your more specific ideas about developing such opportunities and realize that surveys limit such expression. If you are willing to have someone visit, listen and record any of these, please complete and return the enclosed card with this survey and a volunteer will attempt to contact you for an appointment.

Thank you for your help!

INTERVIEW GUIDE Appendix B

Introduce the purpose: A follow-up of the survey completed recently by Edmonds Community College as part of a research project supported by the college, South County Senior Center and the U.S. Office of Education. The purpose of this interview is to provide opportunity for more specific views than can be obtained in a mail survey. The interview will require about 40 minutes and will not require that you be identified by name at all.

I. Identification

1. Age _____ Sex M F

Number and relationship to others living in home_____

_____

2. How long lived in home _____yrs. Where before?_____

(If less than 5 yrs. probe reasons for move(s). Mobility pattern is important here.) _____

_____

3. a. Educational level _____ Level of children _____

b. Education expansion (special training, adult education, avocational education)_____

_____

c. Hobbies and recreation before retirement _____

_____

_____d. after retirement _____

_____

(Rank priorities in d. above activities 1, 2, 3 etc.)

d. Assuming good health, finances, transportation, etc., what interests, hobbies, skills remain to be sought in the future? _____

_____

(CRITICAL ITEM - list completely and seek rank order. Seek to establish values; i.e., if travel is given as a goal, learn why -- the real purpose -- to meet different people, see world wonders, etc.)

_____

_____

_____

5. Purposes and Goals

   a. Present social involvement (attached)

5 Purpose and Goals

a. Present social involvements? Clubs, education, church, etc. (Pursue and urge referral to earlier links to learning experiences.)

b. Aspirations of involvement. "What group, activity, club or course would you like to become involved in directly? Why" (Seek to elicit effective attitudinal and perceptual data about the self) "What are relatives and close friends doing in these areas? (Seek out reasons for procrastination. See 3-b & d responses. Any reference to significant others?)

c. "What qualifications are needed to fulfill 5-b?" (Allow R. to talk freely, encouraging through probes of "how"? Why not") Who does he know in these roles? What does he think to be that person's reasons-purpose? (Record anecdotes)

d Void areas of qualifications. "What will be needed?" How can you prepare yourself, learn to be more prepared?" Review activities given. Which are learning experiences? (This group seeks natural ascension to area of concentration. If unsuccessful at any point, skip to alternate approach V. Do not harass!)

6 Alternate Purpose and Goal Set

a. Hand R. a list of activities and ask to identify those of interest. When complete, ask for area of highest interest. Seek 3 or 4 and pursue as in IV. Which ones are new learning activities? (Important!)

7 Value of Education

a. Most important learning experiences in life. Ask R. to cite the most effective ways of learning that he has encountered/profited from. Associate these with former response. Seek to discover motivations.

b. Effect transfer from experiences to goals and aspirations formerly elicited. Review values jointly and appraise perception (beware of surface responses indicating lack of self identify. Pretests show this to appear - is he trying to fool himself or you? Is it real?)

Appendix C

INVENTORY OF ABILITIES/DISABILITIES

Access

1. Do you live alone? _____ Or room with others? _____

   Their relationship? _____

2. Are you financially able to remain living here? ____Yes ____No

   Any future plans for moving, and if so, the reasons why. _____

   _____

3. What is your chief means of transportation? _____

   a. Do you own and drive your own car? _____

   b. If other means, do you rely entirely on someone else for transportation? _____ If so, whom. (Relationship)_____

4. How many days a week are you gone from home? _____

5. How many days a week do you visit a Senior Center? _____

6. Generally speaking, do you have no, little, some or much opportunity to go where you want when you want? _____

7. What social activities away from home do you consider the most satisfying?_____

   _____

8. What activities would you like to engage in but you feel are too expensive for your budget? _____

   _____

Use of Time

1. Which single activity -- at home or away from home -- occupies more of your time than any others? _____

_____

2. What would be the next most time consuming activity? _____

_____

3. In all the things you do, which activity gives you the most personal satisfaction?_____

_____

Why? What does this do for you?_____

_____

4. Think of a friend outside your home with whom you have constant contact. As an average, how many days a week do you have face-to-face contacts with this person? _____

How often do you talk with this person over the phone? _____

What are some specific activities you share together?_____

_____

Participation

1. Do you believe that you are eligible to enroll in any course given at a community college in this state? ___Yes ___No

   If "yes", what courses have you, or would you enroll in? _____

   _____

   If "no", why do you feel you're ineligible? _____

   _____

2. If such a course were offered as you identified earlier, how many days a week do you think it should meet? _____

   _____

   Where should the course be held? _____

   Would you want the course free? ____ If not, how much? _____

3. Can you think of any other ways in which you would like to see community colleges provide services for senior citizens?

   _____

   _____

Future Plans

1. What type of activity do you or would you enjoy the most and find the most satisfaction from doing?_____

_____

2. When was the last time that you enrolled in a formal education course, and what course?_____

3. Do you know of any courses that you would like to enroll in now?

____Yes ____No

If "yes", what course and where?_____

Any others?_____

4. What is the cost for such a course? _____

Can you afford this? ____Yes ____No

5. Why would you want this particular course?_____

_____

6. If you have taken such a course within the last five years, why did you enjoy/not enjoy it?_____

_____

7. Rate the following as you believe each would be satisfying to you: 1-high, 2-moderate, or 3-little satisfaction.

a. Attending a lecture about consumer protection? _____
b. Making or building something at home which you would give to someone?_____
c. Serve on the program committee of your favorite organization?_____
d. Attend a potluck lunch or dinner? _____
e. Volunteer to serve 3 hours in a booth at the Fair? _____
f. Stuff envelopes for company which will pay you for doing so?_____
g. Support a scheme for county-wide transportation before the City Council?_____

8. From this list (attached), which are your first, second and third choices of subjects that interest you most?

9. We talked a lot about different activities; what type of activity do you do mostly with your children when you see them?_____

_____

10. Do you believe that your children really know what you do and enjoy most?_____ If the answer is "no", why not?_____

_____

11. If you had a major occupation earlier in life, would you be willing to serve voluntarily on an advisory committee, if your former employer were to ask your help? ___Yes ___No Why?_____

_____

12. What specialized area of knowledge do you feel you have the most information about?_____

_____

13. Do you believe that you have little, fair, good understanding of the problems faced by people of your own age group? _____

Problems of your children's age? _____

Problems of the youngest generation? _____

Check any of the following courses in which you would like to participate if convenient and inexpensive.

Economic Independency

Fur Remodeling
Home Repairs
Woodworking I, II, & III
Oil Painting
Pastry Decoration
Cabinet Making
Driftwood Sculpture
Office Skills Refresher
Creative Writing
Small Engine Repair
Consumer Economics

Social Independency

Everyday Law
Listening
Property Management
Picture Framing
Social Issues
Practical Politics
Estate Planning
Contemporary Problems
Low Cholesterol Foods
Practical Psychology
Income Tax
Public Expression
Investment Fundamentals
General Education Development
Intro. Consumer Protection
Basic Education
Encounter
Lip Reading

Social Affairs

Social Issues
Practical Politics
Age and Youth
World Affairs
Aspects of Aging
Practical Psychology
Income Management Practices
High School Diploma
Housing Problems
Social Actions
Travel & Mobility
Pre-Retirement

Other:

_____

_____

_____

_____

_____

Appendix D

Edmonds Community College
October 27, 1971

SURVEY OF STATE COMMUNITY COLLEGE EFFORTS DIRECTED AT SENIOR CITIZENS

Information is being sought in two areas, (I) existing and continuing efforts, and (II) plans under consideration, if any, to develop or expand college focus on the senior citizen. Consider both on and off campus activities, please, that are college sponsored, and which are concentrated nearly exclusively as "Senior Citizen" (retired or nearly retired).

I. EXISTING PROGRAMS

Check those programs/courses conducted within the college last year (1970-71) or fall, 1971)

_____1. Pre-retirement course
_____2. Golden Age Club
_____3. Investment Management
_____4. Social/Personal Problems
_____5. Vocational Training (specify)
_____

_____6. Avocational Training (specify)
_____

_____7. Use of Leisure Time (specify)
_____

_____8. Tax accounting
_____9. Travel Seminars
____10. Consumer Economics
____11. ABE-GED
____12. Creative Arts_____
____13. Home Econ./Imprvmt._____
____14. Writing, Speech, or_____
____15. Other:_____
_____

CREDIT: Which of the above are non-credit only
_____

Costs: Are Senior Citizens admitted at:
____regular tuition? _____no cost
____reduced fee of $____ per credit

LOCATION: Are courses conducted mostly ____
on campus, ____ off-campus centers,
____Senior Citizen Centers, other
_____

II. PLANNING IN PROGRESS

Please identify if and when your college is actually planning for:

_____	reduced tuition (years away)	1	2	3	more
_____	free tuition	1	2	3	more
_____	developing on-site programs in Senior Citizen Centers in special transportation assistance	1	2	3	more
_____	research techniques anticipated:	1	2	3	more
	interview____; statistical (i.e. census tract data)_____; survey by mail____; other_____				
_____	other				

COMMENTS/QUESTIONS

_____

_____

_____

_____

_____

Please mail this in the enclosed pre-addressed, stamped envelope. Your assistance is greatly appreciated. This information will be very helpful in our research and program planning. If you have any questions, please do not hesitate to call. (SCAN 241-0280)

Robert E. Sarvis

Appendix E

9018 -242nd S.W.
Edmonds, Washington
March 18, 1973

Dear Dr. Sarvis;

Our session of "More Effective Listening, Thinking and Speaking" has ended, and I want to thank you for giving us the opportunity of taking such a class at the Senior Center.

Our instructor, Mr. Milton Scott, is indeed an inspired teacher, and his enthuiasm inspired us all. Nobody went to sleep in his class. Never once did he appear to be bored or impatient with us, even though some of us were slow, or unable to comprehend the point he was making, some of us are hard of hearing and asked him to repeat what he said, and some of us wasted his time talking beside the point - but he always listened to us.

He prepared our lessons with the greatest care, although our slow pace rarely allowed him to complete his day's outline. He made each of us feel important and worthwhile for our own individual qualities, which he discerned and mentioned ever so casually. He never put us embarrassingly in the spotlight, yet somehow, he managed to give each of us a spot in the sun, and let us discover the unsuspected abilities of our classmates. In his class we just weren't allowed to feel like "has beens."

(I should mention that these were some of the same feelings I had when I took "Applied Social Actions" from you, some time ago.)

Most of us appreciated Mr. Scott's complete honesty, devoid of mannerisms and affectations, except when he was demonstrating the use of such mannerisms. And in a day of beards, sandals and jeans, he is well groomed--a treat indeed--for to appear any other way would be living a lie, for him, and he is certainly true to himself.

To say it briefly, he lifted our class above the ordinary, the usual, the expected. He gave it a clean, wholesome dimension that I shall remember fondly as I refer to my class notes and try to listen and think more effectively.

Sincerely,
Lucille Palmer
Lucille Palmer (Mrs.G.F.)

Appendix F

EDMONDS COMMUNITY COLLEGE

20000 68th AVENUE WEST ⊟ LYNNWOOD, WASHINGTON 98036 ⊟ TELEPHONE (206) 775 3511

January 22, 1973

Mrs. Eileen Storey
State Board for Community College
Education
319 Seventh Avenue
Olympia, WA 98504

Dear Mrs. Storey:

Following will be a list of off-campus special programs not covered in the Edmonds Community College catalog:

Location. South County Senior Center

T Art 76 X WOODWORKING 2 credits Tuesday, 10-12
Course Description: Classes are combined with basics of woodworking, instruction in the use of hand and shop machine tools; also including picture framing. Intermediate students learn cabinet making or projects of own choice.

Pol Sc 75 X POLITICS AND THE SENIOR CITIZEN
2 credits Tuesday, 10-12
Course description: Election roles of Senior Citizens, political issues and their meaning for you.

Spch 55 X BETTER LISTENING,THINKING,SPEAKING 2 credits Tuesday, 10-1
Course description: Critical thinking and listening, as these produce meaningful substance for speaking. Effective speech preparation and delivery, also.

Eng. 41 X CREATIVE WRITING 2 credits Tuesday, 1-3
Course Description: Instruction in writing form and style with teacher/class critique of individual works.

Psych 61 X INTERPERSONAL RELATIONS 2 credits Tuesday, 1-3
Course Description: To promote the understanding of basic and interpersonal communications using the human interaction laboratory technique. (Limited to 17 students)

Music 52 X SINGING & HARMONY 2 credits Thursday, 9 - 11
Course Description: Voice production, procedures for making harmony.

Bus. 90 X PRACTICAL LAW 2 credits Thursday, 10-12
Course Description: How law affects you in wills, real estate, community property, liability and others.

Home Ed 21 X BEGINNING TAILORING 2 credits Thursday, 1-3
Course Description: Individual help with tailored clothing construction. Most work will be done at home.

Eng. 10 X ADULT BASIC EDUCATION 4 credits Thursday, 12-4
Course Description: This course provides an opportunity to become more proficient in reading, writing, and English skills.
NO FEE NECESSARY

Art 81 X DRIFTWOOD SCULPTURE , 2 credits Thursday, 1-3
Course Description: "Luron" method to help develop new abilities in selecting, cleaning and finishing driftwood into sculptured art forms.

Hist 75 X GENEALOGY 2 credits Tuesday, 1-3
Course Description: How to trace your family tree. Research techniques, specialized sources of information, identification of patterns, etc. Field trips are included to major information centers.

Location. Monroe (East County) Senior Center

Psych 30 Y PRACTICAL PSYCHOLOGY 2 credits Friday, 1-3
Course Description: An analysis of influences one develops in everyday encounters. The study of cultural and personality factors, motivations and perceptions which affect social contacts through a common-sense approach.

Art 81 Y DRIFTWOOD SCULPTURE 2 credits Friday, 10-12
Course Description: "Luron" method to help develop new abilities in selecting, cleaning and finishing driftwood into sculptured art forms.

Pol Sci 36 Y POLITICAL ISSUES & THE SENIOR CITIZEN — 2 credits — Wednesday, 10-1

Course Description: Identification of social issues and the political avenues open to the senior citizen for involvement. An introduction to legislative influence.

Soc. Sc 20 Y UNDERSTANDING THE AMERICAN INDIAN — 2 credits — Wednesday, 1-3

Course Description: A view from the bridge of two cultures; that of the traditional and that of the indisible or integrated Indian within modern society. An examination of the values within Indian history, arts, lore, and virtues which form the last fragile link with the natural people of the past.

We hope this information will be of service to you.

Sincerely yours,

Dr. Robert E. Sarvis
Assistant Dean for Special Programs

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Appendix G

1. Coping Needs

At this point we return to our theory of margin. Since transition through the later years of maturity to old age involves, for the vast majority, substantial reductions in such things as income, position, influential affiliations, and energy, the power aspect of our load power ratio becomes a matter of central concern. Coping with this reduction in power becomes a preeminent need at this stage in the life cycle, for, in a hierarchical sense, unless minimal coping needs are met, no surplus or margin of power is left over with which to meet higher needs. Thus, in any scale of priority, there is solid justification for placing the coping needs first.

Within the "coping" category, we have no alternative but to place basic education at that level which has first claim on the resources of education. This means simply that a minimal ability to read, write, and compute must be attained before a person can take part in the satisfaction of needs requiring more complex and advanced kinds of instructional procedures.

Basic education is placed first for three reasons. First, as already indicated, the three R's (reading, writing, and arithmetic computation) are inescapably prerequisite to all other and higher levels of education. Second, the lack of these skills is far, far greater for older people than for persons in any other age segment of the population. Third, except for financial support, the acquisition of these skills depends on measures almost wholly educational in character. We teach people to read, write, and compute by instruction and not by political or economic pressure. Thus, in any ranking of the relative urgency of the educational needs of older people, basic education should come first.

Continuing, in descending order, with other coping needs, we would next include the category of educational need within which physical considerations come first and economic considerations second. Here, again, we encounter a hierarchical application of the theory of margin. A minimum of physical energy and health is a prerequisite to participation in other kinds of activity, and after health, a minimum of financial resources becomes necessary. Thus, after the acquisition of basic skills, we would place the need to educate for physical fitness at the top of any list of educational needs for older persons, followed by the need to educate for a minimum of economic self-sufficiency. To achieve physical fitness we would propose the use of instructional procedures to formulate and carry out programs for healthful living, including such measures as the use of nutritious diets, proper exercise, the practice of periodic physical checkups, and the management of convalescence. For economic self-sufficiency, we would expect education to be used in such areas as the maintenance and increase of income, money management, etc.

Other coping needs to be served are education for making the legal decisions which the later years require; education for selecting good housing and residential facilities; education to help adjust to and make the most of changing relations with the immediate and the extended family; and, while having less of the urgency that we associate with the notion of coping, education as to how to make the most rewarding use of leisure time.

It is not necessary for our argument to detail the content that might be included in a syllabus of instructional materials geared to meet the various kinds of needs mentioned above. Neither is there any advantage, beyond that already suggested—i.e., first, basic education,

followed by education for health and economic self-sufficiency - in attempting to rank the needs within the coping category in a hierarchical order or priority. The point is that coping needs are central. Deficits here threaten the elementary capacity of the older person to deal autonomously with his life situation. If education for the aging is needs-centered, then their needs as persons must be the foundation on which a program for the education of older people must be built.

2. Expressive Needs

The category of expressive needs is based on the premise that people have a need to engage in activities for the sake of the activity itself and not always to achieve some goal to which the activity has only an instrumental relationship. In this realm, motivation arises from an interest intrinsic to the expression which participating in the activity requires. There are plausible reasons for believing that the expressive need exists. In the first place, much of our sense of well-being consists in large measure of the enjoyment of the healthy expression of our natural physical capacities. It is enjoyable to exercise our muscles, and to use our senses of sight, sound, and taste. In the second place, expressive activity is characteristically spontaneous and open in character making possible the liberation of deeper and more primitive levels of personality. In the third place, it is generally accepted by psychologists that the human personality is capable of a far wider range of expression than the habitual maintenance routines and the specialization of modern life permit. It is postulated, therefore, that in most people—especially in the later years because of postponed desires—there is a large domain of unexpressed and underexpressed talent and interest which, if properly cultivated, could be activated to enrich one's living.

The later years, therefore, should be the vital years for the liberation of the expressive needs. For one thing, there is more time. For another, given a margin of health and income, there are fewer restraints to interfere with the cultivation of expressive activity.

3. Contributive Needs

Underlying the category of "contributive needs" is the assumption that older people have a need to give. They have a need to contribute something acceptable to others and to the community, blending the need to be useful and to be wanted. In a practical sense, this need can be identified as a desire to be of service. It could take the form of assistance to persons in special categories of deprivation, such as tutoring for the culturally deprived, counseling school dropouts, transporting shut-ins, or visiting the homebound. It could take the form of acting as a part-time staff member of such groups and organizations as day care centers, YM and YWCA's, and the Red Cross—organizations whose programs are geared primarily to community service. At a different level, such service could consist of contributed time for data collection and decisionmaking as a member of and/or consultant to the administrative boards of such agencies as hospitals, city councils, planning commissions, boards of education, etc. Moreover, it would not be necessary that all these services be given without pay. Because many older people live on incomes lower than that to which they were previously accustomed, some payment for service would not be incompatible with the satisfaction of the contributive need. This point can be confirmed by the success of the rapidly developing program for "foster grandparents."

But there is another dimension to the contributive need which is largely ignored and which deserves much greater recognition. We refer to the wisdom latent in the reserves of the older person's cumulative experience.

For operational purposes, let us say that the wisdom of the aging is a blend of at least two related factors. One is a capacity built up over the years to cope with the demands and emergencies of living; the other is the time perspective which the same years have made

possible. In spite of the sentimental and unrealistic overtones associated with talk about wisdom especially in a society skeptical of anything unsupported by "hard data" it is a thesis of this paper that the coping strategies and the sense of "time past" and "time to come" possessed by older people is a resource greatly needed by a turbulent, rapidly changing society demanding "instant solutions" to difficult problems. To be sure, age is not *per se* necessarily a mark of wisdom. Moreover, like all abilities, possession of wisdom is unevenly distributed and subject to the law of individual differences. Some older people are wise, and some are less wise, and some are stupid. But the argument here is that in the dimension of wisdom there is a resource that society greatly needs and has not yet learned to exploit.

4. Influence Needs

Although it receives uneven and only occasional attention in the literature, it is not difficult to make a case for the fact that people in the later years have a need to exert far greater influence on the circumstances of their living and the world about them than they are apparently and customarily able to do. Not necessarily, and not inevitably, but in general the later years are years of declining power. In the personal area, older people usually have less power, i.e., less income, less resilience, less assurance of vigorous health, than they had earlier, and, with some notable exceptions, less power than younger people. In the social realm, the power of older people is also problematic and highly contingent. They occupy fewer positions of influence and have access to fewer of the political and economic resources with which power is usually associated.

Although older persons may be less powerful, they are not powerless. With the right kind of education their power decline could be arrested, if not reversed.

Our discussion so far of the need of education for coping, expressing, and contributing, indicates how education can increase an older individual's influence in the personal realm. But education can also be designed to help older people bring about constructive change in society as well. More specifically, older persons have a need to become agents of social change, and therefore a need for that kind of educational experience which will enable them effectively and responsibly to assume this role.

Again, it is not necessary to detail here the content for this kind of instruction. In passing, however, we can note that there is an abundance of material from which such content may be built. To mention a few leading items, such material would obviously include an incisive examination of the power available to the citizen via the political process. Also, as a minimum, it would include the dimensions of power and decisionmaking structures at the community, state, and national levels. It would concentrate on those practical issues of vital concern to older people themselves, such as health, income, and housing, and, equally important, help older people to have a stronger voice in the broader issues of fiscal policy and human relations affecting the welfare of the community at large.

In brief, it is argued that older people have a vital need for that kind of education that will enable them to exert influence in protecting and improving their own situation, and in contributing to the well-being of the larger society. Thus, if transfer from instruction to practice were direct and explicit, it could be aimed at bringing about constructive social change. New "influence roles" in society would no doubt result, and a social climate more favorable for the development of self-respect might well ensue. Such a course would also help to shift the emphasis--so common in current programs--from "doing for" older people to helping them "do for themselves" as well as "do for the community."

SOME COURSE TITLES OF INTEREST TO SENIOR CITIZENS

Appendix H

Acting Techniques
Adult Basic Education
Amateur Radio
Antiques
Antique Clock Repair
Astrology
Astronomy

Basic Electronics
Basic Photography
Batik
Be a Better Shopper
Behind the Headlines

Cabinet Making
Care & Propagation of House Plants
Ceramics
Cheeses and Wines
Chinese Cooking
Classic Film Series
Community Chorus
Contemporary German Literature
Cooking to Stay Slender
Corsage Making
Creative Fibres Construction Workshop

Dancercises
Defensive Driving
Drawing
Domestic Policy Discussions
Driftwood Sculpture
Drug Awareness & Counseling Workshop

Ecology of the Puget Sound
Economic Forecasting
Effective Group Organization
Effective Reading for Business and Pleasure
Effective Listening
Electronic Kit Building
Environmental Action Workshop
Existentialism
Extra Sensory Perception -- The Growing Edge

Family Financial Management
Figure Painting
Film Making
Floral Arranging
Fly Tying
Folk Guitar
Foreign Policy Discussions
French
French Cooking
Fur Remodeling
Furniture Design and Woodworking
Furniture Refinishing

German
Golf
Gourmet Cooking
Great Book Discussions
Guitar

Handwriting Analysis
Hand Weaving
High School Equivalency
History of Jazz
Home Appliance Repair
Home Improvement and Maintenance

Interior Design for the Home
Interpersonal Relations
International Folk Dance
Introduction to the Computer and Data Processing
Investing in Real Estate
Investing in Stocks
Italian

Japanese Cooking
Jewelry Making

Knitting

Landscaping for Homeowners
Law (Everyday)
Leathercrafting
Love Story in English Literature

Macrame
Major Faiths of the World
Medical Emergency Technology
Meditation and Philosophy
Memory Improvement
Miniature Painting
Music Masters You Like Best

Northwest Indian Culture
Northwest History Workshop
Numismatics

Organic Gardening
Oil Painting

Pantomime Workshop
Personal Typing
Picture Framing
Playwriting
Pottery Making
Portrait Painting
Practical Politics
Practical Psychology
Property Management & Estate Planning

Red, White, Brown & Black Living Together
Real Estate Principles
Return to Nursing
Rug Hooking
Russian

Sculpture
Securities & Investing
Senior Power Sewing
Singing & Harmonizing
Sketching
Social Issues
Speaking, Listening & Thinking
Small Gasoline Engine Repair
Spanish
Speedreading
Square Dancing
Stained Glass
Story of the Opera

Tailoring
Tax Workshop for Individual
Television Repair
Transcendental Meditation
Travels (Armchair)

Upholstery

Watercolor Painting
Words, Words, Words
Writing for Fun & Profit

ERIC Clearinghouse on Adult Education
MAY 28 1973